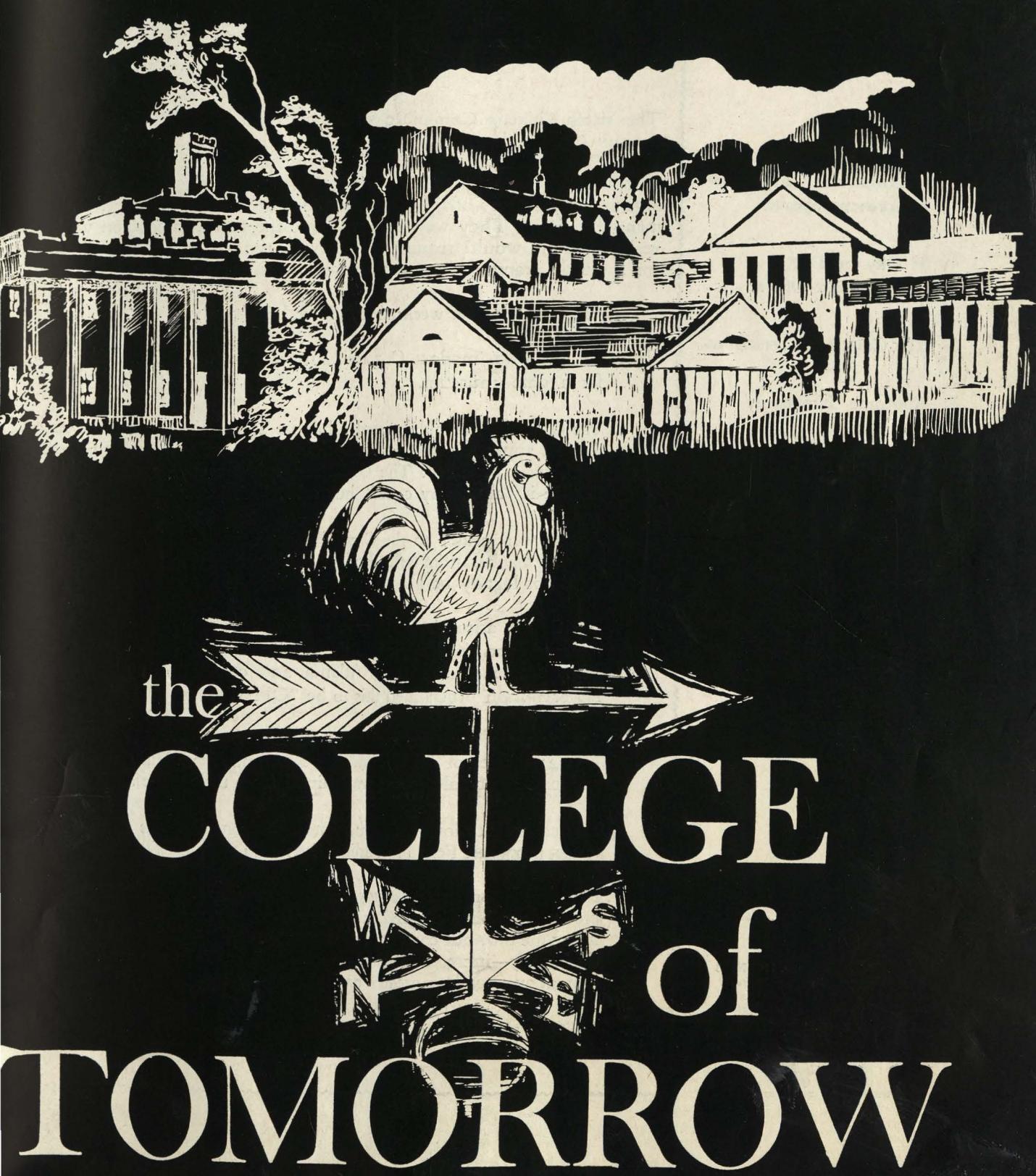


THE
Wesleyan Alumnae

May, 1962



THE

Wesleyan Alumnae

WESLEYAN COLLEGE
MACON, GEORGIA

Spring, 1962

Contents

- 3 Alumnae Day and Commencement Speaker
- 4 \$\$ Day by Day Development Officer
- 5 The College of Tomorrow
- 21 Alumnae Houseparty
- 21 Class Notes

On Cover

Credit to Mr. Dean
Newforth for
Art Work.

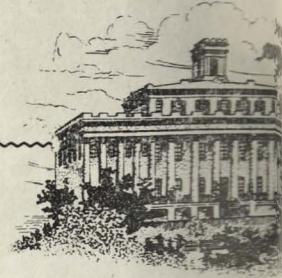
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The Macon Citizens Committee for Preservation of Old Wesleyan (Incorporated January 18, 1962) has been very active in its efforts to save Comer building, Pierce Chapel on College Street. (This site has been chosen by the United States government for a multi-million dollar Federal building). Immediately after organization members of this Committee conferred with trustees and with Congressman Carl Vinson. They were informed that the trustees negotiation with the real government would require from sixty to ninety days which might allow for a counter proposal from the Macon Citizens committee.

Developments in the weeks that followed included;

1. An appeal was made to Governor Ernest Vandiver to acquire the property for a state museum.
2. The General Assembly passed a bill to amend the contingent section of the 1961 appropriations act authorizing the state to spend \$350,000.00 for the historic property. The Governor subsequently signed the bill and labelled it "a worthy cause", but said, "It's just a question of money".
3. Appeals were made to the City of Macon and to Bibb County Commissioners for substantial help. Both appeals were denied because their funds could not legally be put to such use, even if money had been available.
4. The College administration gave permission to the Macon Citizens Committee to open the building to the public on Sunday afternoon, March 4. Many people from Macon, Atlanta and other Georgia cities attended. Mayor Wilson proclaimed this to be "Old Wesleyan Day".
5. Appeals were made to various women's organizations, U.D.C., D.A.R., National offices of A.D.Pi, and Phi Mu, and others. Much moral support and some financial support was gained from these sources.
6. Personal solicitation was inaugurated. Macon merchants (some opposed to the proposed Federal building site) and other individuals contributed.
7. Published reports of the struggle have been wide-spread. Public sentiments, pro and con have erupted in the local news papers. Wesleyan Alumnae, loving the old, but cognizant of the needs of the college—a new wing for the Library—increase in faculty salaries—Loyalty Fund for scholarships—tremendous need to greater endowment—are torn by the controversy.

May 24, 1962, is set by the Board of Trustees and the United States General Service Administration for final decision.

Commencement Speakers

Bishop John Owen Smith of Atlanta will preach the baccalaureate sermon at eleven o'clock, June 3, in the Porter Family Memorial Auditorium. On the same day at four o'clock Mr. C. Baxter Jones, Trustee of Wesleyan College, will be the commencement speaker.



DR. ISABELLA THOBURN

Dr. Isabella Thoburn, a former member of the Wesleyan faculty, distinguished and beloved, will be the Alumnae Speaker at the Annual meeting of the Wesleyan Alumnae Association Saturday morning, June 2, 1962. For subject of her address she has chosen "Women in Today's World".

Dr. Thoburn came to Wesleyan in 1941 as professor of psychology and education and remained here for thirteen years. In 1954 the United States Educational Foundation requested her to take leave from the Wesleyan College position to administer the Fulbright awards and government scholarships to research scholars and lecturers in India. "Thoburn" is a well known name in India where her grandfather, Bishop James M. Thoburn was one of the first Christian missionaries. Isabella Thoburn College in Lucknow was named after her great aunt who founded the institution. Dr. Thoburn taught there from 1927 to 1940 and was a member of the Lucknow University Academic Council. Lucknow University is now affiliated with Thoburn College.

Since finishing her assignment in India, which extended for a longer period of time than had been anticipated, Dr. Thoburn has been Professor of Psychology at Columbia College, Columbia, South Carolina.

Alumnae and friends will be happy to welcome Dr. Thoburn on campus for the Alumnae Houseparty, June 1 & 2.

Alumnae Trustee

Cornelia Turner Thornton, AB 1930, of Cordele, Ga. has been nominated to succeed Irene Sewell Hobby as Wesleyan Alumnae Trustee whose three year term will expire in June.

Cornelia is the immediate past First Vice-President of the Wesleyan Alumnae Association and has a long list of offices and committees in which she has served dependably, efficiently and loyally. Her love and loyalty for Wesleyan is reflected in the many things which she accomplished during her term of office.

Cornelia lived in Millen prior to her marriage in 1930 to B. I. Thornton of Elberton. Later they moved to Cordele where his business is now located. He is prominent in Lay activities of the



CORNELIA T. THORNTON

Methodist Church. At the present Cornelia is Director of the Young Women's Auxiliary of the Houston Association and will assume the presidency of the Woman's Missionary Union of the Cordele First Baptist Church next fall. She is Superintendent of the Junior Department of the Sunday School.

In the cultural field, Cornelia has just completed a two year term as Recording Secretary of the Georgia Federation of Women's Clubs of the Third District and recently been elected to the same office in the Cordele Women's

(Continued on Page 21)

For Board of Managers

Mattie Lee was born October 26, 1920, at Cochran, Ga., to Charles Mullis and Mattie Lee (Dunham) Mullis, 1899. She is the great granddaughter of Martha (Wood) Dunham, 1840.

She graduated from Savannah High School, Savannah, Ga., in 1939, and from Middle Georgia College, Cochran, Ga., in 1941. She received a BFA from Wesleyan in 1943, and then did graduate study in education at Mercer University and Georgia Teachers College.

Following that in 1945, she was connected with The American Red Cross, The American University at Washington, D. C., and Finney Army Hospital at Thomasville, Ga.

(Continued on Page 21)



MATTIE LEE (MULLIS) NUNEZ,
BFA 1943

\$\$\$ Day By Day at Wesleyan

The total operating budget of Wesleyan College for the year August 1, 1962 to July 31, 1963, will exceed one million dollars. The exact figure is \$1,001,655.00. It is interesting to see the total cost of operating Wesleyan for a single day. The following figures were arrived at by dividing certain budget items by 365 days. The figure per day obviously would be much higher if these budget items were divided by the number of days that students are actually in residence and at work on the campus, but using the total number of days in a calendar year it will cost \$2,744.00 per day next year to operate the college.

The largest single item in the budget will be the cost of instruction, most of which is teachers' salaries. Next year it will cost \$902.00 per day to meet this expense. The next largest item is for administration which includes administrative officers, secretaries, bookkeepers, clerks, typist, and various assistants in such offices as that of the president, the dean, the dean of women, the registrar, the director of admissions, the business office, the director of student aid, chaplain and development, etc. The total cost

per day in this area of the college operations will be \$5. It will cost an average of \$359.00 per day every day in a year to operate the dormitories. It will cost an average \$118.00 per day throughout the entire year to operate the library.

The physical plant costs \$114.00 (with no capital expenditures or depreciation.) It will cost an average \$109.00 per day throughout the year to meet the need for financial aid to students in the form of scholarships, grants, etc. It takes \$35.00 for maintenance of grounds. And it will cost \$37.00 per day throughout the year to operate the Alumnae office.

The cost to the college for each student for one year is \$2,044.19. College charge to the student is \$1,475.00. The \$600.00 difference must come to Wesleyan College from Special gifts and endowments.

These are some of the larger and more interesting items in the budget but we do not include every item. However, the total figure quoted at the beginning is inclusive—\$1,001,655.00!

Development Officer Appointed

President W. Earl Strickland announced recently the appointment of Mr. Weyman C. Huckabee, of Rye, N.Y., as vice president for development at Wesleyan effective September 1.

Mr. Huckabee has served for the past 20 years as Executive Secretary for The Layman's Movement for a Christian World, the purpose of which is to emphasize the application of Christian values in business practices.

In this position Mr. Huckabee has traveled extensively throughout the world.

When he joins the Wesleyan College staff he will have special responsibilities in the areas of public relations and publicity, fund raising, alumnae relations, student recruitment and church relations.

He and Mrs. Huckabee, the former Susan Bedell of Woodbine Plantation in Camden County, Ga., plan to move to Georgia in the late summer.

In Memoriam

- 1891—*Bertha Hodgkins*
1892—*Frances (Freeman) Taylor*
1892—*Pearl (Wight) Clower*
1895—*Sallie (Daniel) Dodds*
1902—*Nettie Peacock*
1906—*Mary E. Dozier*
1910—*Bessie (Cooper) Hopkins*
1915—*Mary (Tilley) Dunn*
1936—*Sara Mae (Anderson) Killebrew*

College of Tomorrow

"The Wesleyan Alumnae" has the privilege of being one of three hundred college and university publications present "The College of Tomorrow" to its readers. It will have a circulation of nearly two and one-fourth million persons in the spring.

It is a special report prepared by a group of alumni-magazine editors working in their spare time, without pay, to bring information about higher education to a broader audience than could reach individually.

To insure accuracy the editors of "The College of Tomorrow" conducted an extensive research project of their own but asked educational authorities to check their facts and figures. Statisticians of both the independent Council for Financial Aid to Education and the U. S. Office of Education generously performed this service before the editors permitted "The College of Tomorrow" to go to press.

A Loyalty Fund Envelope
is enclosed in this magazine

for this year's

SECOND LOYALTY FUND APPEAL

If you have not already sent your contribution, please use this envelope for your gift. We urgently need your support at Rivoli.



*Who will go to college—and where?
What will they find?
Who will teach them?
Will they graduate?
What will college have done for them?
Who will pay—and how?*

the **COLLEGE** *W* *W* **TOMORROW**

WILL MY CHILDREN GET INTO COLLEGE?"
The question haunts most parents. Here is
the answer:

Yes . . .

If they graduate from high school or preparatory school with something better than a "scrape-by" record.

If they apply to the college or university that is right for them—aiming their sights (and their application forms) neither too high nor too low, but with an individuality and precision made possible by sound guidance both in school and in their home.

If America's colleges and universities can find the resources to carry out their plans to meet the huge demand for higher education that is certain to exist in this country for years to come.

The *if's* surrounding your children and the college of tomorrow are matters of concern to everyone involved—parents, to children, to alumni and alumnae (whatever their parental status), and to the nation's educators. But solving them is by no means being left to chance.

The colleges know what they must do, if they are to

meet the needs of your children and others of your children's generation. Their planning is well beyond the handwringing stage.

► The colleges know the likely cost of putting their plans into effect. They know this cost, both in money and in manpower, will be staggering. But most of them are already embarked upon finding the means of meeting it.

► Governments—local, state, and federal—are also deeply involved in educational planning and financing. Some parts of the country are far ahead of others. But no region is without its planners and its doers in this field.

► Public demand—not only for *expanded facilities* for higher education, but for *ever-better quality* in higher education—today is more insistent, more informed than ever before. With this growth of public sophistication about higher education, it is now clear to most intelligent parents that they themselves must take a leading role in guiding their children's educational careers—and in making certain that the college of tomorrow will be ready, and good, for them.

This special report is in the form of a guide to parents. But we suspect that every reader, parent or not, will find the story of higher education's future remarkably exciting.

Where will your children go to college?

LAST FALL, more than one million students enrolled in the freshman classes of U.S. colleges and universities. They came from wealthy families, middle-income families, poor families; from all races, here and abroad; from virtually every religious faith.

Over the next ten years, the number of students will grow enormously. Around 1964 the long-predicted "tidal wave" of young people, born in the postwar era and steadily moving upward through the nation's school systems ever since, will engulf the college campuses. By 1970 the population between the ages of 18 and 21—now around 10.2 million—will have grown to 14.6 million. College enrollment, now less than 4 million, will be at least 6.4 million, and perhaps far more.

The character of the student bodies will also have changed. More than half of the full-time students in the country's four-year colleges are already coming from lower-middle and low income groups. With expanding scholarship, loan, and self-help programs, this trend will continue strong. Non-white college students—who in the past decade have more than doubled in number and now compose about 7 per cent of the total enrollment—will continue to increase. (Non-whites formed 11.4 per cent of the U.S. population in the 1960 census.) The number of married students will grow. The average age of students will continue its recent rise.

The sheer force of this great wave of students is enough to take one's breath away. Against this force, what chance has American higher education to stand strong, to maintain standards, to improve quality, to keep sight of the individual student?

And, as part of the gigantic population swell, what chances have your children?

TO BOTH QUESTIONS, there are some encouraging answers. At the same time, the intelligent parent will not ignore some danger signals.

FINDING ROOM FOR EVERYBODY

NOT EVERY COLLEGE or university in the country is able to expand its student capacity. A number have concluded that, for one persuasive reason or another, they must maintain their present enrollments. They are not blind to the need of American higher education, in the aggregate, to accommodate more students in the years ahead; indeed,

they are keenly aware of it. But for reasons of financial, faculty limitations, of space, of philosophy, of function, geographic location—or of a combination of these other restrictions—they cannot grow.

Many other institutions, public and private, are exceeding their enrollment capacities and will continue to do so.

Private institutions: Currently, colleges and universities under independent auspices enroll around 1,500,000 students—some 40 per cent of the U.S. college population. In the future, many privately supported institutions will grow, but slowly in comparison with publicly supported institutions. Thus the total number of students in private institutions will rise, but their percentage of the total college population will become smaller.

Public institutions: State and locally supported colleges and universities are expanding their capacity steadily. In the years ahead they will carry by far the heaviest share of America's growing student population.

Despite their growth, many of them are already feeling the strain of the burden. Many state institutions, once committed to accepting any resident with a high-school diploma, are now imposing entrance requirements upon applicants. Others, required by law or long tradition, are turning away any high-school graduate who applies, resorting in desperation to a high flunk-out rate in the freshman year in order to whittle down their student bodies to manageable size. In other states, coordinated systems of higher education are being devised to accommodate



students of differing aptitudes, high-school academic records, and career goals.

Two-year colleges: Growing at a faster rate than any other segment of U.S. higher education is a group comprising both public and independently supported institutions: the two-year, or "junior," colleges. Approximately 600 now exist in the United States, and experts estimate that an average of at least 20 per year will be established in the coming decade. More than 400 of the two-year institutions are community colleges, located within commuting distance of their students.

These colleges provide three main services: education for students who will later transfer to four-year colleges or universities (studies show they often do as well as those who go directly from high school to a four-year institution, and sometimes better), terminal training for vocations (more and more important as jobs require higher technical skills), and adult education and community cultural activities.

Evidence of their importance: One out of every four students beginning higher education today does so in a two-year college. By 1975, the ratio is likely to be one in two.

Branch campuses: To meet local demands for educational institutions, some state universities have opened branches in population centers distant from their main campuses. The trend is likely to continue. On occasion, however, the "branch campus" concept may conflict with the "community college" concept. In Ohio, for example, proponents of community two-year colleges are currently urging that locally controlled community institutions are the best answer to the state's college-enrollment problems. But Ohio State University, Ohio University, and Miami University, which operate off-campus centers and whose leaders advocate the establishment of more, say that taxpayers get better value at lower cost from a university-run branch-campus system.

Coordinated systems: To meet both present and future demands for higher education, a number of states are attempting to coordinate their existing colleges and universities and to lay long-range plans for developing new ones.

California, a leader in such efforts, has a "master plan" involving not only the three main types of publicly supported institutions—the state university, state colleges, and locally sponsored two-year colleges. Private institutions voluntarily take part in the master planning, also.

With at least 661,000 students expected in their colleges and universities by 1975, Californians have worked out a plan under which every high-school graduate will be eligible to attend a junior college; the top one-third will be eligible for admission to a state college; and the top one-eighth will be eligible to go directly from high school to the University of California. The plan is flexible: students who prove themselves in a junior college, for



ILLUSTRATIONS BY PEGGY SOUCHECK

example, may transfer to the university. If past experience is a guide, many will—with notable academic success.

THUS IT IS LIKELY that somewhere in America's nearly 2,000 colleges and universities there will be room for your children.

How will you—and they—find it?

On the same day in late May of last year, 33,559 letters went out to young people who had applied for admission to the 1961 freshman class in one or more of the eight schools that compose the Ivy League. Of these letters, 20,248 were rejection notices.

Not all of the 20,248 had been misguided in applying. Admissions officers testify that the quality of the 1961 applicants was higher than ever before, that the competition was therefore intense, and that many applicants who might have been welcomed in other years had to be turned away in '61.

Even so, as in years past, a number of the applicants had been the victims of bad advice—from parents, teachers, and friends. Had they applied to other institutions, equally or better suited to their aptitudes and abilities, they would have been accepted gladly, avoiding the bitter disappointment, and the occasional tragedy, of a turndown.

The Ivy League experience can be, and is, repeated in dozens of other colleges and universities every spring. Yet, while some institutions are rejecting more applications than they can accept, others (perhaps better qualified to meet the rejected students' needs) still have openings in their freshman classes on registration day.

Educators, both in the colleges and in the secondary schools, are aware of the problems in "marrying" the right students to the right colleges. An intensive effort is under way to relieve them. In the future, you may expect:
► Better guidance by high-school counselors, based on

improved testing methods and on improved understanding of individual colleges and their offerings.

► Better definitions, by individual colleges and universities, of their philosophies of admission, their criteria for choosing students, their strengths in meeting the needs of certain types of student and their weakness in meeting the needs of others.

► Less parental pressure on their offspring to attend: the college or university that mother or father attended; the college or university that "everybody else's children" are attending; the college or university that enjoys the greatest sports-page prestige, the greatest financial-page prestige, or the greatest society-page prestige in town.

► More awareness that children are different from one another, that colleges are different from one another, and

that a happy match of children and institutions is within the reach of any parent (and student) who takes the pains to pursue it intelligently.

► Exploration—but probably, in the near future, widespread adoption—of a central clearing-house for college applications, with students stating their choices of colleges in preferential order and colleges similarly listing their choices of students. The "clearing-house" would thereupon match students and institutions according to their preferences.

Despite the likely growth of these practices, applying to college may well continue to be part-chaos, part-parental snobbishness for years to come. But with the aid of enlightened parents and educators, it will be less tomorrow, than it is today.

What will they find in college?

THE COLLEGE OF TOMORROW—the one your children will find when they get in—is likely to differ from the college you knew in *your* days as a student.

The students themselves will be different.

Curricula will be different.

Extracurricular activities will be different, in many respects, from what they were in your day.

The college year, as well as the college day, may be different.

Modes of study will be different.

With one or two conspicuous exceptions, the changes will be for the better. But for better or for worse, changes there will be.

THE NEW BREED OF STUDENTS

IT WILL COME AS NEWS to no parents that their children are different from themselves.

Academically, they are proving to be more serious than many of their predecessor generations. Too serious, some say. They enter college with an eye already set on the vocation they hope to pursue when they get out; college, to many, is simply the means to that end.

Many students plan to marry as soon as they can afford to, and some even before they can afford to. They want families, homes, a fair amount of leisure, good jobs, security. They dream not of a far-distant future; today's students are impatient to translate their dreams into reality, *soon*.

Like most generalizations, these should be qualified. There will be students who are quite far from the average and this is as it should be. But with international tensions, recurrent war threats, military-service obligations and talk of utter destruction of the race, the tendency for the young to want to cram their lives full of living with no unnecessary delays, please.

At the moment, there is little likelihood that the urge to pace one's life quickly and seriously will soon pass. This is the tempo the adult world has set for its young, and they will march doubletime to it.

Economic backgrounds of students will continue to grow more diverse. In recent years, thanks to scholarships, student loans, and the spectacular growth of public educational institutions, higher education has become less and less the exclusive province of the sons and daughters of the well-to-do. The spread of scholarship and loan programs geared to family income levels will intensify this trend, not only in low-tuition public colleges and universities but in high-tuition private institutions.

Students from foreign countries will flock to the U.S. for college education, barring a totally deteriorated international situation. Last year 53,107 foreign students, from 143 countries and political areas, were enrolled in 1,600 American colleges and universities—almost a 10 per cent increase over the year before. Growing numbers of African and Asian students accounted for the rise; their growth is virtually certain to continue. The presence of

such students on U.S. campuses—50 per cent of them are undergraduates—has already contributed to a greater international awareness on the part of American students. The influence is bound to grow.

Foreign study by U.S. students is increasing. In 1959-60, the most recent year reported, 15,306 were enrolled in 63 foreign countries, a 12 per cent increase in a period of 12 months. Students traveling abroad during summer vacations add impressive numbers to this total.

WHAT THEY'LL STUDY

STUDIES ARE in the course of change, and the changes will affect your children. A new toughness in academic standards will reflect the great amount of knowledge that must be imparted in the college years.

In the sciences, changes are particularly obvious. Every decade, writes Thomas Stelson of Carnegie Tech, 25 per cent of the curriculum must be abandoned, due to obsolescence. J. Robert Oppenheimer puts it another way: nearly everything now known in science, he says, "was not in any book when most of us went to school."

There will be differences in the social sciences and humanities, as well. Language instruction, now getting new emphasis, is an example. The use of language laboratories, with tape recordings and other mechanical devices, is already popular and will spread. Schools once preoccupied almost entirely with science and technology (e.g., colleges of engineering, leading medical schools) have now integrated social and humanistic studies into their curricula, and the trend will spread to other institutions.

International emphasis also will grow. The big push will be related to nations and regions outside the Western World. For the first time on a large scale, the involvement

of U.S. higher education will be truly global. This non-Western orientation, says one college president (who is seconded by many others) is "the new frontier in American higher education." For undergraduates, comparative studies in both the social sciences and the humanities are likely to be stressed. The hoped-for result: better understanding of the human experience in all cultures.

Mechanics of teaching will improve. "Teaching machines" will be used more and more, as educators assess their value and versatility (see *Who will teach them?* on the following pages). Closed-circuit television will carry a lecturer's voice and closeup views of his demonstrations to hundreds of students simultaneously. TV and microfilm will grow in usefulness as library tools, enabling institutions to duplicate, in small space, the resources of distant libraries and specialized rare-book collections. Tape recordings will put music and drama, performed by masters, on every campus. Computers, already becoming almost commonplace, will be used for more and more study and research purposes.

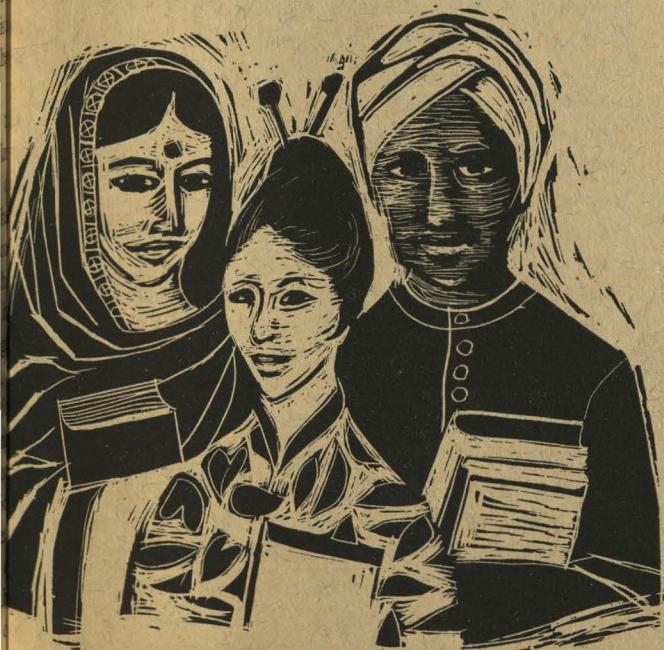
This availability of resources unheard-of in their parents' day will enable undergraduates to embark on extensive programs of independent study. Under careful faculty guidance, independent study will equip students with research ability, problem-solving techniques, and bibliographic savvy which should be of immense value to them throughout their lives. Many of yesterday's college graduates still don't know how to work creatively in unfamiliar intellectual territory: to pinpoint a problem, formulate intelligent questions, use a library, map a research project. There will be far fewer gaps of this sort in the training of tomorrow's students.

Great new stress on quality will be found at all institutions. Impending explosive growth of the college population has put the spotlight, for years, on handling large numbers of students; this has worried educators who feared that quality might be lost in a national preoccupation with quantity. Big institutions, particularly those with "growth situations," are now putting emphasis on maintaining high academic standards—and even raising them—while handling high enrollments, too. Honors programs, opportunities for undergraduate research, insistence on creditable scholastic achievement are symptomatic of the concern for academic excellence.

It's important to realize that this emphasis on quality will be found not only in four-year colleges and universities, but in two-year institutions, also. "Each [type of institution] shall strive for excellence in its sphere," is how the California master plan for higher education puts it; the same idea is pervading higher education at all levels throughout the nation.

WHERE'S THE FUN?

EXTRACURRICULAR ACTIVITY has been undergoing subtle changes at colleges and universities for years and is likely



to continue doing so. Student apathy toward some activities—political clubs, for example—is lessening. Toward other activities—the light, the frothy—apathy appears to be growing. There is less interest in spectator sports, more interest in participant sports that will be playable for most of a lifetime. Student newspapers, observes the dean of students at a college on the Eastern seaboard, no longer rant about band uniforms, closing hours for fraternity parties, and the need for bigger pep rallies. Sororities are disappearing from the campuses of women's colleges. "Fun festivals" are granted less time and importance by students; at one big midwestern university, for example, the events of May Week—formerly a five-day wingding involving floats, honorary-fraternity initiations, faculty-student baseball, and crowning of the May Queen—are now crammed into one half-day. In spite of the well-publicized antics of a relatively few roof-raisers (*e.g.*, student rioters at several summer resorts last Labor Day, student revelers at Florida resorts during spring-vacation periods), a new seriousness is the keynote of most student activities.

"The faculty and administration are more resistant to these changes than the students are," jokes the president of a women's college in Pittsburgh. "The typical student congress wants to abolish the junior prom; the dean is the

one who feels nostalgic about it: 'That's the one even Mrs. Jones and I looked forward to each year.'"

A QUEST FOR ETHICAL VALUES

EDUCATION, more and more educators are saying, "should be much more than the mere retention of subject matter."

Here are three indications of how the thoughts of many educators are running:

"If [the student] enters college and pursues either an intellectual smörgåsbord, intellectual Teutonism, or the cash register," says a midwestern educator, "his education will have advanced very little, if at all. The odds are quite good that he will simply have exchanged one form of barbarism for another . . . Certainly there is no incompatibility between being well-informed and being stupid; such a condition makes the student a danger to himself and society."

Says another observer: "I prophesy that a more serious intention and mood will progressively characterize the campus . . . This means, most of all, commitment to the use of one's learning in fruitful, creative, and noble ways. The

"The responsibility of the educated man," says the provost of a state university in New England, "is that he make articulate to himself and to others what he is willing to bet his life on."

Who will teach them?

KNOW THE QUALITY of the teaching that your children can look forward to, and you will know much about the effectiveness of the education they will receive. Teaching, tomorrow as in the past, is the heart of higher education.

It is no secret, by now, that college teaching has been on a plateau of crisis in the U.S. for some years. Much of the problem is traceable to money. Salaries paid to college teachers lagged far behind those paid elsewhere in jobs requiring similarly high talents. While real incomes, as well as dollar incomes, climbed for most other groups of Americans, the real incomes of college professors not merely stood still but dropped noticeably.

The financial pinch became so bad, for some teachers, that despite obvious devotion to their careers and obvious preference for this profession above all others, they had to leave for other jobs. Many bright young people, the sort who ordinarily would be attracted to teaching careers, took one look at the salary scales and decided to make their mark in another field.

Has the situation improved?

Will it be better when your children go to college?

Yes. At the moment, faculty salaries and fringe benefits (on the average) are rising. Since the rise started from an extremely disadvantageous level, however, no one is getting rich in the process. Indeed, on almost every campus the *real* income in every rank of the faculty is still considerably less than it once was. Nor have faculty salary scales generally caught up with the national scales in competitive areas such as business and government.

But the trend is encouraging. If it continues, the financial plight of teachers—and the serious threat to education which it has posed—should be substantially diminished by 1970.

None of this will happen automatically, of course. For evidence, check the appropriations for higher education made at your state legislature's most recent session. If yours was like a number of recent legislatures, it "economized"—and professorial salaries suffered. The support which has enabled many colleges to correct the most glaring salary deficiencies must continue until the problem is fully solved. After that, it is essential to make sure that



the quality of our college teaching—a truly crucial element in fashioning the minds and attitudes of your children—is not jeopardized again by a failure to pay its practitioners adequately.

THREE ARE OTHER ANGLES to the question of attracting and retaining a good faculty besides money.

► The better the student body—the more challenging, the more lively its members—the more attractive is the job of teaching it. "Nothing is more certain to make teaching a dreadful task than the feeling that you are dealing with people who have no interest in what you are talking about," says an experienced professor at a small college in the Northwest.

"An appalling number of the students I have known were bright, tested high on their College Boards, and still lacked flair and drive and persistence," says another professor. "I have concluded that much of the difference between them and the students who are 'alive' must be traceable to their homes, their fathers, their mothers. Parents who themselves take the trouble to be interesting—and interested—seem to send us children who are interesting and interested."

► The better the library and laboratory facilities, the more likely is a college to be able to recruit and keep a good faculty. Even small colleges, devoted strictly to undergraduate studies, are finding ways to provide their faculty members with opportunities to do independent reading and research. They find it pays in many ways: the faculty teaches better, is more alert to changes in the subject matter, is less likely to leave for other fields.

► The better the public-opinion climate toward teachers in a community, the more likely is a faculty to be strong. Professors may grumble among themselves about all the invitations they receive to speak to women's clubs and

alumni groups ("When am I supposed to find the time to check my lecture notes?"), but they take heart from the high regard for their profession which such invitations from the community represent.

► Part-time consultant jobs are an attraction to good faculty members. (Conversely, one of the principal checkpoints for many industries seeking new plant sites is, What faculty talent is nearby?) Such jobs provide teachers both with additional income and with enormously useful opportunities to base their classroom teachings on practical, current experience.

BUT COLLEGES AND UNIVERSITIES must do more than hold on to their present good teachers and replace those who retire or resign. Over the next few years many institutions must add to their teaching staffs at a prodigious rate, in order to handle the vastly larger numbers of students who are already forming lines in the admissions office.

The ability to be a college teacher is not a skill that can be acquired overnight, or in a year or two. A Ph.D. degree takes at least four years to get, after one has earned his bachelor's degree. More often it takes six or seven years, and sometimes 10 to 15.

In every ten-year period since the turn of the century, as Bernard Berelson of Columbia University has pointed out, the production of doctorates in the U.S. has doubled. But only about 60 per cent of Ph.D.'s today go into academic life, compared with about 80 per cent at the turn of the century. And only 20 per cent wind up teaching undergraduates in liberal arts colleges.

Holders of lower degrees, therefore, will occupy many teaching positions on tomorrow's college faculties.

This is not necessarily bad. A teacher's ability is not always defined by the number of degrees he is entitled to

develop independence from adults. "This, coupled with the reflected image that a person acquires from his parents—an image relating to persistence and other traits and values—may have much to do with his orientation toward academic success," the Colgate investigators say.

Money: Most parents think they know the cost of sending a child to college. But, a recent survey shows, relatively few of them actually do. The average parent, the survey disclosed, underestimates college costs by roughly 40 per cent. In such a situation, parental savings for college purposes often run out quickly—and, unless the student can fill the gap with scholarship aid, a loan, or earnings from part-time employment, he drops out.

FUTURE OUTLOOK: A surprisingly high proportion of financial dropouts are children of middle-income, not low-income, families. If parents would inform themselves fully about current college costs—and reinforce themselves periodically, since prices tend to go up—a substantial part of this problem could be solved in the future by realistic family savings programs.

Other probabilities: growing federal and state (as well as private) scholarship programs; growing private and governmental loan programs.

Jobs: Some students, anxious to strike out on their own, are lured from college by jobs requiring little skill but offering attractive starting salaries. Many such students may have hesitated about going to college in the first place and drop out at the first opportunity.

FUTURE OUTLOOK: The lure of jobs will always tempt some students, but awareness of the value of completing college—for lifelong financial gain, if for no other reason—is increasing.

Emotional problems: Some students find themselves unable to adjust to college life and drop out as a result. Often such problems begin when a student chooses a college that's "wrong" for him. It may accord him too much or too little freedom; its pace may be too swift for him, resulting in frustration, or too slow, resulting in boredom; it may be "too social" or "not social enough."

FUTURE OUTLOOK: With expanding and more skillful guidance counseling and psychological testing, more students can expect to be steered to the "right" college environment. This won't entirely eliminate the emotional-maladjustment problem, but it should ease it substantially.

Marriage: Many students marry while still in college but fully expect to continue their education. A number do go on (sometimes wives withdraw from college to earn money to pay their husbands' educational expenses). Others have children before graduating and must drop out of college in order to support their family.

FUTURE OUTLOOK: The trend toward early marriage shows no signs of abating. Large numbers of parents openly or tacitly encourage children to go steady and to marry at an early age. More and more colleges are provid-



ing living quarters for married undergraduate students. Some even have day-care facilities for students' young children. Attitudes and customs in their "peer group" will continue to influence young people on the question of marrying early; in some groups, it's frowned upon; others, it's the thing to do.

COLLEGES AND UNIVERSITIES are deeply interested in finding solutions to the attrition problem in all aspects. Today, at many institutions, enrollment resembles a pyramid: the freshman class, at the bottom, is big; the sophomore class is smaller, the junior class smaller, and the senior class a mere fraction of the freshman group. Such pyramids are wasteful, expensive, inefficient. They represent hundreds, sometimes thousands of personal tragedies: young people who didn't make it.

The goal of the colleges is to change the pyramid into a straight-sided figure, with as many people graduating as enter the freshman class. In the college of tomorrow, the sides will not yet have attained the perfect vertical, but as a result of improved placement, admissions, and academic practices—they should slope considerably less than they do now.

What will college have done for them?

IF YOUR CHILDREN are like about 33 per cent of today's college graduates, they will not end their formal education when they get their bachelor's degrees. On they'll go—to graduate school, to a professional school, or to an advanced technological institution.

There are good reasons for their continuing:

► In four years, nowadays, one can only begin to scratch the surface of the body of knowledge in his specialty. To each, or to hold down a high-ranking job in industry or government, graduate study is becoming more and more useful and necessary.

► Automation, in addition to eliminating jobs in unskilled categories, will have an increasingly strong effect on persons holding jobs in middle management and middle technology. Competition for survival will be intense. Many students will decide that one way of competing advantageously is to take as much formal education beyond the baccalaureate as they can get.

► One way in which women can compete successfully with men for high-level positions is to be equipped with a graduate degree when they enter the job market.

Students heading for school-teaching careers will increasingly be urged to concentrate on substantive studies in their undergraduate years and to take methodology courses in a postgraduate schooling period. The same will be true in many other fields.

Shortages are developing in some professions, e.g., medicine. Intensive efforts will be made to woo more top undergraduates into professional schools, and opportunities in short-supplied professions will become increasingly attractive.

"Skills," predicts a Presidential committee, "may become obsolete in our fast-moving industrial society. Sound education provides a basis for adjustment to constant and abrupt change—a base on which new skills may be built." The moral will not be lost on tomorrow's students.

In addition to having such practical motives, tomorrow's students will be influenced by a growing tendency to expose them to graduate-level work while they are still undergraduates. Independent study will give them a taste of the intellectual satisfaction to be derived from learning on their own. Graduate-style seminars, with their stimulating give-and-take of fact and opinion, will exert a strong

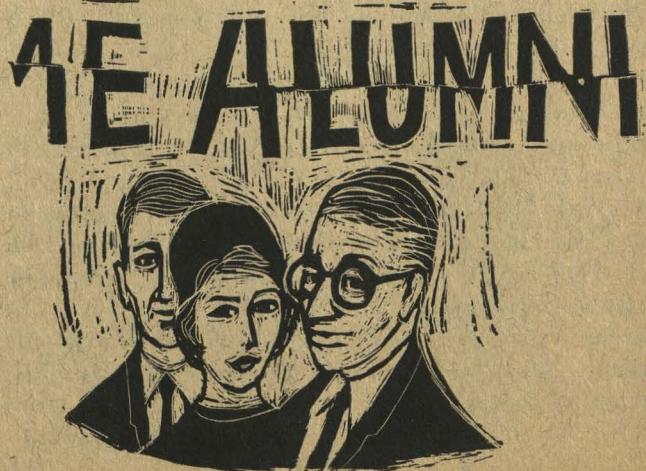
appeal. As a result, for able students the distinction between undergraduate and graduate work will become blurred and meaningless. Instead of arbitrary insistence upon learning in two-year or four-year units, there will be more attention paid to the length of time a student requires—and desires—to immerse himself in the specialty that interests him.

AND EVEN with graduate or professional study, education is not likely to end for your children.

Administrators in the field of adult education—or, more accurately, "continuing education"—expect that within a decade the number of students under their wing will exceed the number of undergraduates in American colleges and universities.

"Continuing education," says Paul A. McGhee, dean of New York University's Division of General Education (where annually some 17,000 persons enroll in around 1,200 non-credit courses) "is primarily the education of the already educated." The more education you have, the more you are likely to want. Since more and more people will go to college, it follows that more and more people will seek knowledge throughout their lives.

We are, say adult-education leaders, departing from the old notion that one works to live. In this day of automation and urbanization, a new concept is emerging: "time," not "work," is the paramount factor in people's lives. Leisure takes on a new meaning: along with golf, boating,



and partying, it now includes study. And he who forsakes gardening for studying is less and less likely to be regarded as the neighborhood oddball.

Certain to vanish are the last vestiges of the stigma that has long attached to "night school." Although the concept of night school as a place for educating only the illiterate has changed, many who have studied at night—either for credit or for fun and intellectual stimulation—have felt out of step, somehow. But such views are obsolescent and soon will be obsolete.

Thus far, American colleges and universities—with notable exceptions—have not led the way in providing continuing education for their alumni. Most alumni have been forced to rely on local boards of education and other civic and social groups to provide lectures, classes, discussion groups. These have been inadequate, and institutions of higher education can be expected to assume unprecedented roles in the continuing-education field.

Alumni and alumnae are certain to demand that they take such leadership. Wrote Clarence B. Randall in *The New York Times Magazine*: "At institution after institution there has come into being an organized and articulate group of devoted graduates who earnestly believe . . . that the college still has much to offer them."

When colleges and universities respond on a large scale to the growing demand for continuing education, the variety of courses is likely to be enormous. Already, in institutions where continuing education is an accepted role, the range is from space technology to existentialism to funeral direction. (When the University of California offered non-credit courses in the first-named subject to engineers and physicists, the combined enrollment reached 4,643.) "From the world of astronauts, to the highest of ivory towers, to six feet under," is how one wag has described the phenomenon.

SOME OTHER LIKELY FEATURES of your children, after they are graduated from tomorrow's colleges:

► They'll have considerably more political sophistication than did the average person who marched up to get a diploma in their parents' day. Political parties now have active student groups on many campuses and publish material beamed specifically at undergraduates. Student-government organizations are developing sophisticated procedures. Nonpartisan as well as partisan groups, operating on a national scale, are fanning student interest in current political affairs.

► They'll have an international orientation that many of their parents lacked when they left the campuses. The presence of more foreign students in their classes, the emphasis on courses dealing with global affairs, the front pages of their daily newspapers will all contribute to this change. They will find their international outlook useful: a recent government report predicts that "25 years from now, one college graduate in four will find at least part of

his career abroad in such places as Rio de Janeiro, Dakar, Beirut, Leopoldville, Sydney, Melbourne, or Toronto."

► They'll have an awareness of unanswered questions to an extent that their parents probably did not have. Principles that once were regarded (and taught) as incontrovertible fact are now regarded (and taught) as subject to constant alteration, thanks to the frequent toppling of long-held ideas in today's explosive sciences and technologies. Says one observer: "My student generation, if it looked at the world, didn't know it was 'load.' Today's student has no such ignorance."

► They'll possess a broad-based liberal education, in their jobs many of them are likely to specialize more narrowly than did their elders. "It is a rare bird today who knows all about contemporary physics and all about modern mathematics," said one of the world's most distinguished scientists not long ago, "and if he exists, he is as



haven't found him. Because of the rapid growth of science, it has become impossible for one man to master any large part of it; therefore, we have the necessity of specialization."

► Your daughters are likely to be impatient with the prospect of devoting their lives solely to unskilled labor or housewives. Not only will more of tomorrow's women graduates embark upon careers when they receive their diplomas, but more of them will keep up their contacts with vocational interests even during their period of child-rearing. And even before the children are grown, more of them will return to the working force, either as part-time employees or as highly skilled volunteers.

DEPEndING UPON THEIR OWN OUTLOOK, parents of tomorrow's graduates will find some of the prospects good, some of them deplorable. In essence, however, the likely trends of tomorrow are only continuations of trends that are clearly established today, and are moving inexorably.

Who will pay—and how?

WILL YOU BE ABLE to afford a college education for your children? The tuition? The travel expense? The room rent? The board?

In addition:

Will you be able to pay considerably more than is written on the price-tags for these items?

The stark truth is that you—or somebody—must pay, if your children are to go to college and get an education as good as the education you received.

HERE is where colleges and universities get their money:

From taxes paid to governments at all levels: city, state, and federal. Governments now appropriate an estimated \$2.9 billion in support of higher education every year. By 1970 government support will have grown to roughly \$4 billion.

From private gifts and grants. These now provide nearly \$1 billion annually. By 1970 they must provide about \$2.019 billion. Here is where this money is likely to come from:

Alumni.....	\$ 505,000,000 (25%)
Non-alumni individuals	505,000,000 (25%)
Business corporations.....	505,000,000 (25%)
Foundations.....	262,000,000 (13%)
Religious denominations	242,000,000 (12%)
Total voluntary support, 1970.	\$2,019,000,000

From endowment earnings. These now provide around \$210 million a year. By 1970 endowment will produce around \$333 million a year.

From tuition and fees. These now provide around \$1.2 billion (about 21 per cent of college and university funds). By 1970 they must produce about \$2.1 billion (about 23.5 per cent of all funds).

From other sources. Miscellaneous income now provides around \$410 million annually. By 1970 the figure is expected to be around \$585 million.

These estimates, made by the independent Council for Financial Aid to Education*, are based on the "best available" estimates of the expected growth in enrollment in America's colleges and universities: from slightly less than 4 million this year to about 6.4 million in the

academic year 1969-70. The total income that the colleges and universities will require in 1970 to handle this enrollment will be on the order of \$9 billion—compared with the \$5.6 billion that they received and spent in 1959-60.

WHO PAYS?

VIRTUALLY EVERY SOURCE of funds, of course—however it is labeled—boils down to you. Some of the money, you pay directly: tuition, fees, gifts to the colleges and universities that you support. Other funds pass, in a sense, through channels—your church, the several levels of government to which you pay taxes, the business corporations with which you deal or in which you own stock. But, in the last analysis, individual persons are the source of them all.

Hence, if you wished to reduce your support of higher education, you could do so. Conversely (as is presumably the case with most enlightened parents and with most college alumni and alumnae), if you wished to increase it, you could do that, also—with your vote and your check-book. As is clearly evident in the figures above, it is essential that you substantially increase both your direct and your indirect support of higher education between now and 1970, if tomorrow's colleges and universities are to give your children the education that you would wish for them.

THE MONEY YOU'LL NEED

SINCE IT REQUIRES long-range planning and long-range voluntary saving, for most families the most difficult part of financing their children's education is paying the direct costs: tuition, fees, room, board, travel expenses.

These costs vary widely from institution to institution. At government-subsidized colleges and universities, for



*To whose research staff the editors are indebted for most of the financial projections cited in this section of their report. CFAE statisticians, using and comparing three methods of projection, built their estimates on available hard figures and carefully reasoned assumptions about the future.

example, tuition fees for state residents may be nonexistent or quite low. At community colleges, located within commuting distance of their students' homes, room and board expenses may consist only of what parents are already paying for housing and food. At independent (non-governmental) colleges and universities, the costs may be considerably higher.

In 1960-61, here is what the *average* male student spent at the *average* institution of higher education, including junior colleges, in each of the two categories (public and private):

	Public Institutions	Private Institutions
Tuition.....	\$179	\$ 676
Board.....	383	404
Room.....	187	216
Total.....	\$749	\$1,296

These, of course, are "hard-core" costs only, representing only part of the expense. The *average* annual bill for an unmarried student is around \$1,550. This conservative figure, provided by the Survey Research Center at the University of Michigan for the U.S. Office of Education, does not include such items as clothing. And, as we have attempted to stress by italicizing the word "*average*" wherever it appears, the bill can be considerably higher, as well as somewhat lower. At a private college for women (which is likely to get relatively little money from other sources and must therefore depend heavily upon tuition income) the hard-core costs alone may now run as high as \$2,600 per year.

Every parent must remember that costs will inevitably rise, not fall, in the years ahead. In 1970, according to one estimate, the cost of four years at the *average* state university will be \$5,800; at the *average* private college, \$11,684.

HOW TO AFFORD IT?

SUCH SUMS represent a healthy part of most families' resources. Hard-core costs alone equal, at public institutions, about 13 per cent of the average American family's annual income; at private institutions, about 23 per cent of average annual income.

How do families afford it? How can you afford it?

Here is how the typical family pays the current average bill of \$1,550 per year:

Parents contribute.....	\$950
Scholarships defray.....	130
The student earns.....	360
Other sources yield.....	110

Nearly half of all parents begin saving money for their children's college education well before their children are ready to enroll. Fourteen per cent report that they borrow money to help meet college costs. Some 27 per cent take on extra work, to earn more money. One in five mothers does additional work in order to help out.

Financing the education of one's children is obviously,

for many families, a scramble—a piecing-together many sources of funds.

Is such scrambling necessary? The question can be answered only on a family-by-family basis. But the generalizations do seem valid:

► Many parents *think* they are putting aside enough money to pay most of the costs of sending their children to college. But most parents seriously underestimate what these costs will be. The only solution: Keep posted by checking college costs periodically. What was true of college costs yesterday (and even of the figures in the report, as nearly current as they are) is not necessarily true of college costs today. It will be even less true of college costs tomorrow.

► If they knew what college costs really were, and when they are likely to be in the years when their children are likely to enroll, many parents *could* save enough money. They would start saving earlier and more persistently. They would gear their family budgets to the need. They would revise their savings programs from time to time as they obtained new information about cost changes.

► Many parents count on scholarships to pay their children's way. For upper-middle-income families, this reliance can be disastrous. By far the greatest number of scholarships are now awarded on the basis of financial need, largely determined by level of family income. (Colleges and other scholarship sources are seriously concerned about the fact, indicated by several studies, that at least 100,000 of the country's high-school graduates each year are unable to attend college, primarily for financial reasons.) Upper-middle-income families are among those most seriously affected by the sudden realization that they have failed to save enough for their children's education.

► Loan programs make sense. Since going to college sometimes costs as much as buying a house (which most families finance through long-term borrowing), long-term





repayment of college costs, by students or their parents, strikes many people as highly logical.

Loans can be obtained from government and from private bankers. Just last spring, the most ambitious private loan program yet developed was put into operation: United Student Aid Funds, Inc., is the backer, with headquarters at 420 Lexington Avenue, New York 17, N.Y. It is raising sufficient capital to underwrite a reserve fund to endorse \$500 million worth of long-term, low-interest bank loans to students. Affiliated state committees, established by citizen groups, will act as the direct contact agencies for students.

In the 1957-58 academic year, loans for educational purposes totaled only \$115 million. Last year they totaled an estimated \$430 million. By comparison, scholarships from all sources last year amounted to only \$160 million.

IS THE COST TOO HIGH?

HIGH AS THEY SEEM, tuition rates are bargains, in this sense: They do not begin to pay the cost of providing a college education.

On the national average, colleges and universities must receive between three and four additional dollars for every one dollar that they collect from students, in order to provide their services. At public institutions, the ratio of non-tuition money to tuition money is greater than the average: the states typically spend more than \$700 for every student enrolled.

Even the gross cost of higher education is low, when put in perspective. In terms of America's total production of goods and services, the proportion of the gross national product spent for higher education is only 1.3 percent, according to government statistics.

To put salaries and physical plant on a sound footing, colleges must spend more money, in relation to the gross national product, than they have been spending in the past. Before they can spend it, they must get it. From what sources?

Using the current and the 1970 figures that were cited earlier, tuition will probably have to carry, on the average, about 2 per cent more of the share of total educational costs than it now carries. Governmental support, although increasing by about a billion dollars, will actually carry about 7 per cent less of the total cost than it now does. Endowment income's share will remain about the same as at present. Revenues in the category of "other sources" can be expected to decline by about .8 per cent, in terms of their share of the total load. Private gifts and grants—from alumni, non-alumni individuals, businesses and unions, philanthropic foundations, and religious denominations—must carry about 6 per cent more of the total cost in 1970, if higher education is not to founder.

Alumnae and alumni, to whom colleges and universities must look for an estimated 25 per cent (\$505 million) of such gifts: please note.

CAN COLLEGES BE MORE EFFICIENT?

INDUSTRIAL COST ACCOUNTANTS—and, not infrequently, other business men—sometimes tear their hair over the "inefficiencies" they see in higher education. Physical facilities—classrooms, for example—are in use for only part of the 24-hour day, and sometimes they stand idle for three months in summertime. Teachers "work"—i.e., actually stand in the front of their classes—for only a fraction of industry's 40-hour week. (The hours devoted to preparation and research, without which a teacher would soon become a purveyor of dangerously outdated misinformation, don't show on formal teaching schedules and are thus sometimes overlooked by persons making a judgment in terms of business efficiency.) Some courses are given for only a handful of students. (What a waste of space and personnel, some cost analysts say.)

A few of these "inefficiencies" are capable of being curbed, at least partially. The use of physical facilities is being increased at some institutions through the provision of night lectures and lab courses. Summer schools and year-round schedules are raising the rate of plant utilization. But not all schools are so situated that they can avail themselves of even these economies.

The president of the Rochester (N.Y.) Chamber of Commerce observed not long ago:

"The heart of the matter is simply this: To a great extent, the very thing which is often referred to as the 'inefficient' or 'unbusinesslike' phase of a liberal arts college's operation is really but an accurate reflection of its true essential nature . . . [American business and industry] have to understand that much of liberal education which is urgently worth saving cannot be justified on a dollars-and-cents basis."

In short, although educators have as much of an obligation as anyone else to use money wisely, you just can't run a college like a railroad. Your children would be cheated, if anybody tried.

In sum:

WHEN YOUR CHILDREN go to college, what will college be like? Their college will, in short, be ready for them. Its teaching staff will be competent and complete. Its courses will be good and, as you would wish them to be, demanding of the best talents that your children possess. Its physical facilities will surpass those you knew in your college years. The opportunities it will offer your children will be limitless.

If.

That is the important word.

Between now and 1970 (a date that the editors arbitrarily selected for most of their projections, although the date for your children may come sooner or it may come later), much must be done to build the strength of America's colleges and universities. For, between now and 1970, they will be carrying an increasingly heavy load in behalf of the nation.

They will need more money—considerably more than is now available to them—and they will need to obtain much of it from you.

They will need, as always, the understanding & thoughtful portions of the citizenry (particularly the own alumni and alumnae) of the subtleties, the sensitiveness, the fine balances of freedom and responsibility without which the mechanism of higher education cannot function.

They will need, if they are to be of highest service to your children, the best aid which you are capable of giving as a parent: the preparation of your children to value things of the mind, to know the joy of meeting and overcoming obstacles, and to develop their own personal independence.

Your children are members of the most promising American generation. (Every new generation, properly regarded.) To help them realize their promise is the job to which the colleges and universities are dedicated. It is their supreme function. It is the job to which you, as parents, are also dedicated. It is *your* supreme function.

With your efforts and the efforts of the college of tomorrow, your children's future can be brilliant. If.



"The College of Tomorrow"

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Alumnae Houseparty

All alumnae are cordially invited to attend the annual Wesleyan Alumnae Houseparty on Friday, June 1, and Saturday, June 2. Special invitations have been issued from the college to the reunion classes: Golden, 1912 - Silver 1937, and to the following classes: '94, '95, '96, '97; '13, '14, '15, '16; '32, '33, '34, '35; '49, '50, '51, '52.

Registration will begin at 2:00 P.M. Friday on the Loggia. At 6:30 P.M. the Candlelight dinner will be held in the Anderson Dining Room, followed at 8:00 P.M. by Open House at Magnolia Hill, the home of Dr. and Mrs. Strickland. Reunion parties are scheduled for 9:00 P.M.

On Saturday, breakfast will be served at 8:30 A.M. The time from 9:30 to 10:15 A.M. is reserved for campus visiting. At 10:30 A.M., Candlelighters and Seniors will assemble on Mt. Vernon Porch for the Processional. At 11:00 A.M. the annual meeting of the Alumnae Association will be held in Porter Family Memorial Auditorium. Guest speaker this year will be Dr. Isabella Thoburn, beloved former professor at Wesleyan. Luncheon will be served in the Anderson Dining Room at 1:30 P.M.

RESERVATION BLANK

Friday afternoon, June 1 to Saturday afternoon, June 2.

Total cost including room and three meals	\$8.75	<input type="checkbox"/>
Total cost to any Alumnae not staying on campus		
Dinner, June 1, 6:30 P.M.	\$2.00	<input type="checkbox"/>
Luncheon, June 2, 1:30 P.M.	\$2.00	<input type="checkbox"/>
Total enclosed \$		

Name _____ Class _____

Address _____ Number _____ Street _____ City _____ State _____

All reservations must be made in advance and accompanied by check made payable to The Wesleyan Alumnae Association.

DEADLINE MAY 26

Class Notes

'91

Adela (Barksdale) Ware: "Last summer, I went by jet to visit my daughter, Adela McDaniel and family in Bronxville, N. Y. I make my home in Milledgeville, Ga., with my sister, Mrs. Nan Miller. *Mary Joe Thompson* (1947), Miss Fannie White (former Wesleyan dietitian) and I often speak of dear old Wesleyan."

'97

From Vera (Clinton) Mc Birney: "One daughter (Dorothy) Mrs. R. M. Hardy, living in Yakima, Wash. One daughter, Mrs. Martha Bradley, living in Evergreen, Colo. One son, Donald and wife—living in Tulsa, Okla. He is president of the National Bank of Commerce. One grandson, James Bradley, married and living in Chicago, Ill.

One grandson, Jack, living in Evergreen, Colo. One granddaughter, Dorothy Ann, just married to David Johnson and going to school in Abilene, Tex. Had all my family for Christmas."

THORNTON

(Continued from Page 3)

Club. She is a member of the Red Cross Board of Crisp County and chairman of the residential area in the current Red Cross drive. In the Cordele Woman's Club she has held every office. In the Fort Early D.A.R. of Cordele she has served as Regent, Recording Secretary and Reporter. Cornelia has served for some time as a trustee of Tallulah Falls School.

Her children are Mayson, Mrs. Robert Bissell (Wesleyan class of 1953) who has two children; Cornelia "Neal", Mrs. David Hawley (Wesleyan class of 1954) who has four children; Ben,

'03

From Kate Cooper "After having served fifty years and eight months as a missionary to Korea under the Methodist Board of Missions, I am now retired and living in Hampton, Ga.

'05

Essie (Skellie) McCook has a great grandson, James W. McCook IV, born March 8, 1961. His parents live at Killeen, Texas, while Lt. McCook is stationed at Ft. Hood.

Shelton Souter, after teaching for thirty-three years, went into real estate and now rents houses and apartments in Ocala, Fla.

'06

From Maida (Lingo) Pritchard: "I am well and have many blessings for which I am thankful."

From Berta Thomas: "Although I am now 77 years old, I am grateful to the

graduate of Georgia, is now Lt. j.g. in the Coast Guard, married to the former Patricia Pilcher of Cordele, and Rebecca who will graduate from Vanderbilt in June having chosen her father's Alma Mater instead of her mother's.

NUNEZ

(Continued from Page 3)

From 1946 to 1956, she was Director of Recreation in U. S. Veterans Administration Hospitals at Augusta and Dublin; and U. S. Air Force bases at Robins AFB, Warner Robins, and Moody AFB in Valdosta; and in Germany and France.

From 1959 to 1961, she taught English at Savannah High School.

She is married to Dr. Marcos F. Nunez, a physician, and lives in the Chatham Apartments, in Savannah, Ga.

Mattie Lee is the leader of the Wesleyan Alumnae in the Savannah area, and last fall promoted the reorganization of the group and a dinner which was held at the De Soto Hotel. This was a most enthusiastic occasion and was attended by Dr. and Mrs. Strickland, Florence T. Jones, Alumnae Secretary, and Rosaline Jenkins Gilmore, second vice-president of the Alumnae Association. Mrs. Nunez has been nominated to serve on the Board of Managers for the next three years.

Lord for health and strength with which to still help in various ways in a Mexican church in Los Angeles.

'08

Mary (Scandrett) Sims is now living in St. Petersburg, Fla., and enjoying the sunshine of that lovely city with her husband, Brig. Gen. L. H. Sims, USA Retired. While there, they have had trips to Cuba, Nassau, and Hawaii.

Before the retirement of her husband, they lived in Heidelberg, Germany, and visited many European points of interest: Switzerland, Holland, Paris, Rome, Pompeii, Sorrento, the Isle of Capri, and Florence. Also Venice, Tripoli, Athens, Istanbul, Genoa, Madrid, Berlin, and The Hague. They also visited the Bavarian Alps and the "Eagles Nest", Hitler's hideout.

'10

From Susan (Kroner) Shaw: "At our Michigan cottage in July 1961, I tripped, fell, and badly sprained both ankles! But in last September, could start out on long-planned wonderful trip through eastern Canada and New England. Many interesting and amusing personal experiences. Arrived back in Daytona Beach, Fla., October 23rd."

From Lucile (Singleton) Guthrie: "News? When you get my age you don't make news—you're lucky if you can read it! But last year my husband and I did achieve our fiftieth wedding anniversary, and also became great grandparents, so life is still rich, rewarding, and wonderful."

'13

Elizabeth (Baker) Taylor spent last August in Wyoming with her daughter, Betty. She and her husband, R. J. Taylor, Jr., spent September in Atlanta at the Georgian Terrace.

'15

From Anita (Morgan) Board: "My youngest son, Joseph G., Jr., was recently married to Rose Holt of Jacksonville, Fla. Both are preparing to be teachers."

'18

Ray Ballard stumbled over a garden rake at her home in Junaluska and broke her arm last fall.

From M. Dorothy Dodd: "Since I retired from service as a deaconess, I have made my home with my sister and my brother-in-law, Dr. and Mrs. Walter Anthony in Staunton, Va.

'20

Sue Maxwell, who is on the faculty at Bradley University, Peoria, Ill., represented Wesleyan College at the inauguration of Talman Walker Van Arsdale, Jr., as the sixth President of Bradley University.

'25

Our deepest sympathy to Marcella (Tinsley) Ellis who lost her husband, Mr. T. D. Ellis, Jr., in February. Mr. Ellis had been a trustee of Wesleyan since 1956. He was co-author of the Hollywood, Fla., city charter, and a former vice-president of the Florida Bar Association. He was the son of the late Dr. T. D. Ellis, a Methodist leader and trustee of Wesleyan for 50 years.

'26

From Isabel Richter: "I am President of Area IV of the Florida Education Association. Met Elizabeth Peck, 1926, at the Wesleyan Alumnae Tea. She is retired and living in Jacksonville at 3937 Spring Park Road."

'27

Friends of Lucille (Jordan) Wilkinson will be interested to know that she and her husband, who is retired, have sold their home on Signal Mountain, Tennessee. They are now living in the American Colony at Saleano 18, San Miguel de Allende, Gto., Mexico, where both are studying Spanish at the branch of the Mexican University. Lucille is also studying art.

Recently at an art exhibit all but one of her pictures were sold.

Sympathy is extended to Lucille in the death of her sister, (Martha Jordan) Davis, class of 1930, which occurred last year.

From Virginia (Stubbs) Leps: "We are on a two year leave of absence from the University of Florida where my husband is professor of school administration. Here in Dacca, E. Pakistan, Joe is education advisor to the government with our foreign aid program. Our daughters, Virginia and Josephine, are married and live in Orlando, Fla.

'28

Mary Lou (Martin) Davis took the part of a maid in a skit she wrote celebrating the 54th birthday of the U. S. Congressional Club. Mary Lou is co-chairman of the finance committee and former president of the club which is composed of congressional wives in Washington, D. C.

'29

From Annie Louise (Page) Bugg: "Bill and I had a trip abroad this past summer our 25th anniversary."

'30

From Elizabeth (Scott) Hagan: "After moving around so many times in the Army, we are now settled in Tucson, Arizona, where we have lived for four years. I am teaching in the Tucson Public Schools.

From Mary (Banks) Morcock: Covington, Ga.—The Morcocks are happy over the birth of their first grandchild. Deborah Day Morcock was born on Sept. 27, 1961, in Neurenberg, Germany. Our son, Woody, is doing his tour of duty there with Uncle Sam. We look forward to a wonderful reunion in August when we trust Woody, Cindy, and Debbie Day will be coming home.

'32

Our deepest sympathy to Louise (Pittman) Peabody who lost both her father and mother within five days. Mr. and Mrs. Henry W. Pittman were long time residents of Macon, but at the time of their death in March were living in Decatur, Ga.

Dorothy Simmons who teaches math at Miller High School in Macon, Ga., was selected by Bibb County's STAR student as the teacher who had the greatest influence on her academic career. Another Wesleyan Alumna, Mary Eva

(Sowell) Harper (1939) was selected the STAR student at Stratford Academy, Macon, Ga.

From Helen (Childs) Lapeyrouse: have enjoyed having another graduate Wesleyan live here in Houma, La., the past five years, Lucile (Wilder) rah, 1926.

From Margaret (Carter) Hearn: am head of the Art Department at Atlanta High School."

'33

Josephine Brandenburg was honored recently with a "surprise" program at tea given by the Margaret Fain PTA, Atlanta, Ga. More than 200 guests were present to pay tribute to Josephine who is celebrating her 25th year at Margaret Fain, and her 16th year as principal of the school.

From Sarah Bess (Renfroe) Megah: "My son, Charles, Jr., is a First Lieutenant in the U. S. Air Force and is stationed at Charleston, S. C. On February 17 he is getting married to Joy May Ramey of Chattanooga.

'34

From Eugenia (Peacock) English: Greensboro, N. C.: "We five lucky Englishes—(including our U.N.C. senior Roger; 9th grader, Bret; and 7th grader, Sally)—have just returned from an exciting week in Mexico City. Won't trip while having fun bowling."

From Marie (Cochran) Haynes: "I am still working at Fulton County Department of Public Welfare, Atlanta, Georgia, supervising now. I am enjoying my grandchild, William Joe Haynes, born 3-26-61."

'35

Elizabeth (Stayer) Margulis of Santa Fe, New Mexico, has been busy writing articles for Childcraft Encyclopedia. Her daughter, "Sister", is now editorial trainee at McGraw Hill's in New York. Her son, Dr. Fred New, who received his degree from Cornell University in June, is the father of two small sons, Bill and Fred New. "Betty" left on March 1st for Seattle, Washington, to serve as coordinator of the Children's Center at America Library Association's Exhibit Library (the library of the future) at the World Fair.

'36

From Roberta (Ingle) Jolly: Dalton, Ga. My family consists of my husband now on a three week trip around the world, concentrating on jute business in India and textile mills in Japan; our daughter, Charlotte, who made "Who's Who" this year at Wesleyan; one son, Jim, still on Dean's list after 6 quarters at Tech; and one high school son, Bill, the liard, who keeps me younger than the gray hairs would indicate."

'37

From Frances (Townsend) Skinner: St. Louis, Mo.: "I can proudly boast being grandmother to three, two boys and one girl! And that our Sarah goes into Junior High next year."

'38

Renee (Wolf) Colbert has four children: John, 12, a student at Roxbury Latin School; Michael, 10½, who

main interest is Little League baseball; Nancy, 8½, a tomboy; and Paulette, 7½, who loves to dress up.

From *Annette (Gardnes) Taylor*: "Joe and I are in the 15th year of our glass business, but take time for church and civic affairs on the side. Our son, Richard, joined the company last year. He finished at Birmingham-Southern in June 1960, had 6 months service in the Army, and on April 15, 1961, married Christine Barnes, another Southern graduate. Chris is teaching English in a high school here. They built a lovely home over the mountain which is a showplace for glass products." (Birmingham, Ala.)

Ethel (McLeod) Adkins is married to Rev. Carl A. Adkins from Kentucky. He has been for twenty years minister of the Dauphin Way Methodist Church in Mobile, Ala. A son David is 15 years old; a daughter Judith is 11.

'40
From *Frances (Lindsley) Carter*: "My daughter, Lindsley, has made application to Wesleyan to major in voice. We are very happy she has made this decision. She will graduate in June from Sandy Springs High School, Atlanta, Ga. We sincerely hope she may carry out this ambition."

'44
A letter from *Frances Shumate* gives news of Wesleyannes—"After two years as volunteer, I began work in 1957 at the Cerebral Palsy Center in Atlanta. My official title is Teacher's Aide or Typing Teacher, but I really teach English via the typewriter since many of the children use typing as their main means of communication. I've done a bit of travelling the past year, and in June I'm striking out for the West. Any Wesleyannes interested in making the tour by car?"

Hettie (Allen) Mize, 1949, is now in Miami where her doctor husband is studying. Hettie's Ben and Leigh Anne are in kindergarten. The Mize family expect to return to Atlanta in July.

Dora (Tisdale) Duncan, 1949, and her family are in Athens where her husband teaches at the University of Georgia.

Mary (Charsha) Hansen, 1944, is in Benton Harbor, Michigan. Her oldest, Karen, is a fourth grader, Kris started kindergarten, and Keith will start his schooling next year.

In June I paid a pop call on *Suzanne (Davis) Hardee*, 1944, and two of her five girls, in Fernandina, Fla. Suzanne and her husband, Bill, were just back from a business-vacation to Mexico. *Kathleen Davis*, 1941 and Mrs. Davis were home from a tour of the West.

Eleanor (Hoyt) Dabney, 1945, has a lovely family—two boys and Anne. All three are doing fine at Westminster School. Eleanor is busy in school activities and church work."

'46
From *Rebekah (Yates) Anders*: "We now have five children, ages 9 to 1. My husband is Navy obstetrician on staff of hospital at nearby Camp Le Jeune. (Jacksonville, N. C.) Any Wesleyannes nearby?"

Emily (Bell) McNally is married to a lawyer, George E. McNally, son of Dr. W. S. McNally, nationally known Toxicologist. They have a 4 year old son, Ed-

ward. Her husband formally took office as Mayor of Mobile on Oct. 2, 1961. He is Mobile's first Republican mayor since 1867.

'47

From *Betty Thompson* of New York City: "I went to New Delhi, India, for the Assembly of the World Council of Churches."

From *Emily (Britton) Parker*: "We are now in our second year of the pastorate of the First Methodist Church here in Swainsboro, Ga. Pledger recently served as Chaplain of the House of Representatives for a week. Gigi, age 12, served as a page at the same time. Karen, 9, and Cherie 7, kept the home fires burning with friends, while I went along to chaperone."

'48

From *Evelyn (Smith) Herings* "We live on a large farm in the beautiful rolling hills of Carroll County, three miles north of Westminster, Maryland, where my husband is engaged in the feeder cattle business. We have four children (1 boy and 3 girls) and I am organist and director of two choirs at the Westminster Methodist Church."

From *Cordelia (Dessau) Holiday*: "Lucia (Domingos) Chapman of Garden City, N. Y.; Anne (Ragan) Morrison of Atlanta, Ga.; Jean (Cowart) Floyd of Camilla, Ga.; Mary (McCown) Parker of Winder, Ga.; and Betty (Matthews) Parker, of Macon, Ga.; all of the class of 1948, joined me for lunch last summer in our new home and we enjoyed talking Wesleyan days."

'49

Jane (Kendrick) Laurens moved from Charleston to Greer, S. C., last April. Her husband, Dick, was called to the First Presbyterian Church there.

From *Anne (Strozier) Threadgill* of Greenville, Ga.: "I am teaching sixth grade this year after teaching several years in high school. We have three lively youngsters: Miriam, 5; Mary Lee, 3; Allen, 2. *Emmie (Carlton) Johnson*, 1949, spent a night with us over a year ago, and we had 6 children under 6 under one roof! Hope I can come to the reunion."

From *Francina (Brock) Kern* of North Scituate, Mass.: "My little girl, Eleanor, is 7; my son, Charles is 3. Spend most of my time shoveling snow in winter, at the beach in summer."

'50

Frances (Bush) Wood, whose husband, Lt. Col. Lee Wood is stationed in England, has flown to Macon to be with her mother, Mrs. Sarah Bush for a visit.

From *Jo Ann (Russell) Campbell*: "We have been living in New York City for almost two years now, while Norton has been doing graduate work at Drew University. We expect to be coming back to Georgia this summer."

'51

Our deepest sympathy to *Sidney (Ford) Tatom* whose husband, Dr. Louis Tatom, died in a traffic accident in La Paz, Bolivia, last December. Dr. Tatom was chief surgeon at Clinica Americana, in La Paz since February, 1960. He was a native of Gainesville, Fla., a graduate

of Duke University, and did his residency at Denver General Hospital in Denver, Colo. Sidney has two daughters: Sarah, 5; and Nancy, 3. She has been teaching biology and chemistry in La Paz for the past year.

From *Jane (Schmidt) Catlin*: "My husband, two boys, and myself have lived in Sevilla, Spain, for two years now, and we hope to be here two more with the Air Force. Have been busy painting, studying the guitar, and improving my Spanish. How fortunate that was the language I studied at Wesleyan."

From *Frances (Cobb) Hart*: "Since we are a Methodist Parsonage Family, James and I have moved again. We are now living at 220 Beech St., Rossville, Ga., and James is Pastor of Simpson Memorial Church. Our boys, Steve 8 years, and Larry 4½ years, make up our happy family. I think of Wesleyan often and would love to hear from friends when they are in Chattanooga, or Lake Junaluska in the summer as we have a home there also."

'52

From *Daisie (Robinson) Stephens* of College Park, Ga.: "Two sons—Rick 4 years, Stuart 2 years. Widowed November 27, 1961."

From *Gray (Ayers) Mansinne*: "Greetings to Wesleyan. Since last June, we have resided in Watertown, Mass., while my husband, Capt. Andrew Mansinne, Jr., is getting his Masters Degree from Harvard. We have two children. Andrew Peyton who is 2½ years old, and Josephine Meig who is 1 year. Next June, we will go to West Point Military Academy for three years. We spent the Christmas holidays in Greensboro, Ga., with my mother, Josephine (King) Ayers, 1919."

From *Nancy (King) Flanders*: "We will be moving to Dallas, Texas, about March or April. (Back "South" again!) My husband works for Nunn-Bush Shoe Co. and was promoted to District Manager. We have four daughters. Maybe future Wesleyannes."

From *Betty Jane (Percy) Hill* of Norris, Tenn.: "Raymond Kendall Hill was born and adopted on Feb. 11, 1961, by the Hubert R. Hills."

From *Alice (Weldon) Baker*: "I have lost touch with Wesleyan during the past few years. I have lived all over the country, it seems, and have been unable to return to the college for any activities. I lived in Connecticut for 2½ years and then in Utah for 2 years. We have spent this past year in Florida where my husband, Ben, has been at Cape Canaveral as an engineer with the Minuteman Missile. In the summer, though, it is back to Utah for us as my husband is being transferred. My class of 1952 is having its 10th reunion this June and I plan to attend."

'53

Mary Ann (Wittstruck) Shaffer has a boy 5, and a girl 3.

From *Julie (Withers) Roland*: "My husband and I have set "deep roots" here in West Palm Beach, Fla., where we are running our own business, "Roland Camps" (children's camping program for all ages). Also, I have a class of piano students. Our own 3 year old gal fits into all those programs and has a wonderful time!"

Lynda Lee McKee is teaching school in her hometown of Flemingsburg, Kentucky.

From *Margaret (Neal) Doty*: "We adopted a baby boy last May and named him Neal Doty. We moved to Wadesboro, N.C., in November where Clayton is an Executive with the Boy Scouts of America. We moved from Columbus, Ga., where we had lived since 1954."

From *Patricia Robins*: After teaching in Nashville, Tenn., for six years, I moved to Baltimore, Md., and am now in my third year of teaching 3rd grade at McDonogh School, which is a private military school for boys. I'm greatly enjoying my work and the 17 boys I teach."

From *Joan (Pritchard) Smith*: of Fairview, Mass.: "This past year we added a new member to our family—our little son, Roddey, was born June 12, 1961. We now have three children: Debbie who is now 4½ years old and attends nursery school; Robert who is 2½ years old; and Roddey is 7 months old. My husband, Bob, is an aircraft commander in the KC-135 jet tanker plane.

Carolyn (Blakely) Crompton of Doraville, Ga., has a new addition to the family, Laura Carolyn, born August 5th last.

From *Caroline (Eagerton) Uppero*: "We have been in Ohio a little over two years, since Sept. 1959. My husband is a geologist and technical editor with the Ohio Geological Survey. He received a Master of Science degree in geology from Ohio State University in August 1961. We have a son, Donald Jesse born Jan. 22, 1959, and a daughter, Ann Katherine born Sept. 23, 1961. We live in Worthington, a suburb of Columbus and like it here, but miss the south and hope someday to "come home!"

'54

Elsbeth (Simmons) Corley is included in the 1961-62 edition of "Who's Who of American Women." She and her twin sister, *Beverly Anne Simmons* (1954) have formed their own business, SIM-COR & Co., a supplementary office service for Radio-TV Stations, advertising agencies, and the professions.

From *Mary Frances (Axley) Russell* of Knoxville, Tenn.: "We are the proud parents of a baby boy, J. Frank Russell, III, (Jeff) who is a year old now. He was born January 9, 1961."

From *Jeanice (Hammond) Clark*: "Point (Riley) Hall, 1957, and I live about three miles apart in suburban Baltimore. We'd like to know of any other Wesleyannes in our area."

From *Dolores (English) Davidson*: "Dolores and George Davidson, Jr., are proud to announce the birth of a son on Feb. 4, 1962. His name is Robert Edward (or Bob). We have three more sons—Ray who is 5½; and identical twins, Frank and Freddie, who will be 3 on March 10th."

Marcia (Mallet) Ades of Jackson, Ga., has a son, Mark, who was born on last July 22nd.

'55

Florence (Cameron) Weaver, of Fayetteville, N.C., represented Wesleyan at the inauguration of Ansley Cunningham Moore as the First President of St. Andrews Presbyterian College, Laurensburg, N.C., on April 12, 1962. *Betty Neylans*, 1951, and Mr. Carl Bennett formerly of the Wesleyan faculty, are both on the

faculty at St. Andrews.

From *Lucille Fossum*: "I am presently teaching in Wellesley, Mass. I plan to marry Stanley Mueller in July. He is studying for his Ph. D. in psychology at Boston University. We plan to live in freezing but "brisk" New England for a while."

From *Carole (Broadwell) Hollis*: "My husband and I have opened Jennifer's Fabric Shop in Macon, Ga., on Vineville Avenue. We have been in business for ourselves a little over a year now. We are also pleased to announce the arrival of our first child, Joanna Lynn, born Sept. 23, 1961."

'56

Lucy (Neeley) Adams and her husband, Woodward, Jr., graduated from Scarritt College in Nashville, Tenn., in the fall of 1961. She was commissioned, along with her husband to be a Methodist Missionary to Korea. They sailed, together with their sons John David and Scotty, on February 20, 1962.

From *Charlotte (Woodward) Myatt* of Key West, Fla.: "My husband is a Lieutenant in the Navy and a Naval Aviator. We have two children, Steven L. who will be 5 in July, and Karen Ingrid who will be 3 in April."

'57

From *Anne (Marcy) Grossman*: "Although Wesleyan seems very far away from Illinois, I have many wonderful memories of the four years I spent there. I am looking forward to returning for a visit when the class of 1957 has its reunion.

From *Barbara Wittstruck*: "I'm presently teaching with the Air Force Overseas Program in Goose Bay Labrador. Wonderful experience! Have seen much snow for the first time; also ice fishing, tobogganing, ice skating. Will be in Turkey next year. Hope to visit the Holy Land at Christmas time."

From *Juliette Adams*: "Sylvia (Vandalia) Rossiter, 1957, moved to Richmond, Va., with her husband, Al, and son, Alec. *Jean Middlebrooks*, 1957, is in New York City, acting off Broadway. *Ann Smith*, 1957, is working for the First Methodist Church in Panama City, Fla. I am teaching music in Atlanta."

From *Pont (Riley) Hall*: Baltimore, Md., "In August, we bought a house and made , we hope, our last move. Bill is still thrilled with his job as nuclear engineer in spite of spending 2½ months in the Antarctic installing a reactor there. The children, Anne 3 and Ricky 1, keep me busy, but I'm about to go back to school in the fall with an eventual MS in mind. I'll keep Wesleyan posted."

From *Nancy Ann Howard*: "I am finishing work on a Masters Degree in Religious Education at the Southern Baptist Theological Seminary in Louisville, Kentucky.

Our sympathy to *Susan (Perry) Redding* whose father died with a heart attack at her home in Renner, La. He and her mother had come from Miami, Fla., to be with Susan at the birth of her third child.

'58

From *Virginia (Jackson) Matheny*: I was married on Sept. 30, 1961, to Wm. H. Leo Matheny. *Beulah Laslie*, 1958, *Ballard*, 1957, *Karen (Parker) Fisher*,

1960, *Nancy (Henderson) Acker*, 1958 all were bridesmaids. *Beverly (Cast) Dinneman*, 1958, kept the bride's bouquet. *Linda (McElroy) Steed*, 1958, and *Elenor (Laslie) Taylor*, 1960, assisted in serving. A real Wesleyan wedding! We are now living in Chattanooga, Tenn. Leo is in the furniture business with my father and I am a housewife. Would love to hear from my classmates!

From *Julia (Stillwell) Ketcham*: "In June, we moved from Syracuse, N.Y., to New Haven, Conn., where my husband became associate editor of "The Papers of Benjamin Franklin" and joined the Yale history faculty. I am working in the Rarebook Room of the Yale Library.

From *Lorena (Campbell) Piper*: "I'm married to a wonderful man from Georgia, and Mercer University. I'm teaching piano. I love it here in Fort Lee, Virginia."

From *Nancy (McCook) Spence*: have been living in Burlington, N.J., since September, 1960, when my husband began working for Western Electric. I am enjoying teaching third grade this year."

'59

From *Mary Jane White*: "I'm teaching school (4th grade) in Miami, Fla. and working with the youth choir at church. This is my 3rd year teaching."

From *Cay (Murphree) Hartley*: Atlanta, "I finished (at long last) my graduate work in December, and now possess a Master of Science degree. I haven't made any plans yet as to what to do with it, however."

From *Pat Moy*: "I'm still employed by I. T. T. Federal Labs here in Bloomfield New Jersey, where I've been working as computer programmer since September 1959. Occasionally, I see my old roommate, *Manita (Bond) Dean* (1959) who is living in Madison, N.J. Wish you Wesleyannes would give me a call when you're up this way."

From *Jane (Powers) Kelley*: "I am working toward a Master's degree in English at Emory University, and like the work very much. My son Larry is two now. Enjoyed luncheon in Atlanta recently with *Carolyn (Wade) Barry*, *Helen Poole*, *Lynn McDonald*, *Marie (Bullen) Neel*, *Julie (Elliot) Wier*, *Maureen (Bass) Buck*, and *Cay (Murphree) Hartley*—all of class of 1959."

From *Martha (Leggett) Reese*: "As you can see from the address, my husband has been transferred. We are quite pleased. We've had a lovely white winter here in Bavaria, and Ken and I are having lots of fun learning to ski. Publishing my address, please." Mrs. Kenneth Duane Reese, % Capt. K. D. Reese, 11th Armored Cav., APO 305, New York, N.Y.

'60

Ann (Nalls) Croom will be the director this summer for Camp Mary Fogle, a day camp for Brownie and Intermediate Scouts located on the Wesleyan College campus.

From *Margaret McCready*: "Have been Educational Assistant at the First Methodist Church in Goshen, Indiana since graduation in 1960. Plan to return to school for graduate work in the fall of 1962. Probably will attend Wesleyan Theological Seminary in Washington, D.C."